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ABSTRACT

This paper was commissioned by the Education Commission of the States to identify and discuss the educational needs of Cuban students in the United States. Historical background is presented in the first section with discussions of the characteristics of Cubans who were educated in Dade County, Florida, in the sixties and seventies and of the strategies used by the school system to meet their needs. This is followed by a description of the education of Cubans and other minority groups in Dade County in the eighties, with an emphasis on English and Spanish language programs. The newest Cuban immigrants to the United States, the Mariel population, are then described from psychological and educational perspectives. The paper concludes with a discussion of what remains to be done to educate the new Cubans. The findings and recommendations of a study designed to describe the Mariel population, summaries of evaluations of Dade County bilingual programs, and a list of recommended instructional materials are appended. (MK)

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A REPORT ON THE CUBAN STUDENTS IN THE DADE COUNTY PUBLIC SCHOOLS MIAMI, FLORIDA

Working Papers
on Meeting the Education Needs
of Cultural Minorities

November 1980

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Preface

At the 1980 annual meeting of the Education Commission of the States, a resolution was adopted directing staff "to evaluate current and possible activities of the Commission concerning the educational needs of cultural minorities, including but not limited to Hispanics, and to report to the steering committee at its fall 1980 meeting."

To some extent, the ability of the staff to evaluate current activites of the Commission was dependent on developing an understanding of what kinds of education needs are of greatest concern to cultural minorities at this time (summer/fall of 1980). That, in turn, led to the need to group cultural minorities into specific categories and to identify the education needs of each group as well as to determine which needs were common to more than one group.

The staff, therefore, commissioned six papers to be written on the education needs of the following groups: (1) Blacks; (2) Mexican Americans; (3) Cubans; (4) Puerto Ricans; (5) Indians and Native Alaskans; and (6) Asians and Pacific Islanders. The papers were written by individuals who are noted authorities and they were reviewed by individuals who also are recognized as experts on minority concerns. Because of the very short period of time between the annual meeting and the fall steering committee meeting, authors and reviewers were not asked to provide exhaustive, documented reports, but to provide their own perspectives and understanding of the current needs that exist.

A complete list of titles, authors and reviewers follows. The papers will be made available by the Commission, as long as limited supplies last, along with

a "summary report" prepared by the staff. The summary report touches briefly on some of the major concerns raised in the papers and concludes with an overview of ECS activities that appear to be most relevant. The report was prepared for the review of Commissioners to facilitate their discussion at the 1980 fall steering committee meeting of possible future directions that ECS might pursue in the years to come.

Working Papers

on the Educational Needs of

Cultural Minorities

1. The Educational Needs of Black Children, by Andrew Billingsly, President, Morgan State University, Baltimore, Maryland.

   Reviewer: Robert B. Hill, Director of Research, National Urban League, Washington, D.C.

2. The State of Indian Education, by Lee Antell, Director, Indian Education Project, Education Commission of the States.

   Reviewer: David L. Beaulieu, Academic Vice President, Sinte Gleska College, Rosebud, South Dakota.

3. Puerto Ricans and the Public Schools: A Critical Commentary, by Tony Baez, Program Coordinator, Midwest National Origin Desegregation Assistance Center, University of Wisconsin, Milwaukee, Wisconsin.

   Reviewer: Maria B. Cerda, Member of the Board, the Latino Institute, Chicago, Illinois.

4. A Report on the Cuban Students in the Dade County Public Schools, Miami Florida, by Rosa Guas Inclan, Supervisor of Bilingual Education, Dade County Public Schools, Miami, Florida.

   Reviewer: Gil Cuevas, Program Specialist, Miami Desegregation Assistance Center for National Origin (Bilingual Education), University of Miami, Miami, Florida.

5. A Legacy of Four Cultures: Education and the Mexican Americans, by Vicente Z. Serrano, Director, Interstate Migrant Education Project, Education Commission of the States.

   Reviewer: Alfredo G. de los Santos, Jr., ECS Commissioner, Vice Chancellor for Educational Development, Maricopa Community College, Phoenix, Arizona.

6. Asian and Pacific Americans: An Educational Challenge, by Siri Vongthieres, Senior Consultant, Lau Project, Colorado Department of Education, and Lawrence A. Egan, Senior Consultant, Bilingual Education Unit, Colorado Department of Education, Denver, Colorado.

   Reviewer: Masako H. Ledward, ECS Commissioner, Chairperson, Hawaii Education Counsil, Honolulu, Hawaii.

7. Summary Report, staff document prepared for the fall 1980 meeting of the steering committee of the Education Commission of the States.

Executive Summary

Rosa Inclan has provided one of the first accounts of the new Cuban students to arrive in Miami as a result of the exodus from Cuba in the spring of 1980. The "Mariel" students, unlike their predecessors, are the products of Castro's Cuba and, as educators discovered during the summer school session following their arrival, they represent substantial new challenges for an education system that has become extremely responsive to meeting the needs of Cuban students.

One of the contributions this exceptionally well written paper makes to an understanding of the education needs of cultural minority students is the description of what one school district has attempted, and been able to accomplish, when faced with a sudden influx of immigrant students. Suddenly faced with a massive challenge to the physical, human and financial resources of the education system, the Dade County Public Schools have found increasingly effective ways of providing these students with a meaningful and appropriate education.

Inclan's paper also presents a powerful case for bilingual-bicultural education in the broadest sense. Cuban students have benefitted from a carefully balanced educational approach that emphasizes and builds upon their own culture, traditions and education backgrounds. Professional Cuban educators were available in Miami to help these students learn and to provide the counseling services that are badly needed by young people adapting to a new culture. The evaluation results (Appendix B), are impressive and they provide a per-

suasive argument for the approaches and strategies used by Dade County to respond to the education needs of Spanish-speaking immigrant students, including the use of bilingual education.

The paper was reviewed by Dr. Gil Cuevas, who found himself very much in agreement with the author's findings. A recent visitor to the refugee camps where newly arriving Cuban families are located, however, causes Cuevas to warn that their detention in these camps may have unexpected effects -- a possibility that deserves further attention and study.

Cuevas also points out that Cuban students attend schools other than those in Dade County. Would the information in this paper, he questions, be applicable to those students? And would school districts serving them benefit from studying the approaches used by Dade County? One might also question, of course, whether school districts serving Mexican American, Puerto Rican and other Hispanic students might not also find the Dade County program to be of real interest.

Finally, Dr. Cuevas provides a "checklist" for policy makers that is helpful in reviewing the various alternatives presented in the paper to meeting the needs of Cuban students. The checklist, combined with the specific kinds of information included in the paper (including the information included in the appendices), result in a useable resource package for policy makers concerned with planning bilingual education programs and other programs for limited English proficient students.

Reviewer Comments

I appreciated having this opportunity to review Ms. Inclan's paper on the educational needs of Cuban students. She has compiled a very comprehensive, interesting and sensitive report. As a result of her numerous years of experience in bilingual education and the education of Cuban children, there is no other person in the United States who could have given such detailed information.

I have grouped my comments into two sections: (1) general comments dealing with the scope and focus of the paper; and (2) recommendations for addressing educational policy and practice.

General Comments

1. The author provides a comprehensive historical account of the development of bilingual education in Dade County from the early 1960s to the 1970s. It is an interesting personal report from someone who, in her position of leadership, played an important role in shaping educational policy and practice. Although the section concerned with background information (pages 1-9) is necessary, it could be summarized further since its purpose is to set the stage for the continuous changes in Cuban student population faced by the Dade County Public Schools.

2. In describing the seventies, Ms. Inclan accurately shows the gradual shift in focus from educational to mental health needs which Cuban students experiences. She very vividly describes the culture conflicts and adjustment

problems encountered by these youngsters while in school. In addition, a very detailed explanation is given of the efforts made by the school system to meet these needs.

3. It is interesting to note the reference made by the author concerning the beginning of "...attacks againgst bilingual education from the establishment..." I would strongly recommend the summaries of evaluation reports given in Appendix B as objective evidence of the effectiveness of bilingual education in Dade County.

4. The section "What is Being Done in the Eighties," provides the reader a brief report on the problems facing the school system as a result of the large influx of Cuban "entrants," as they are interestingly named. Ms. Inclan gives a very vivid picture (although too brief), of the characteristics of the new students. The report given in Appendix A by Dr. Guernica should provide policy guidelines to other school districts facing the problem of planning for the newly arrived Cuban refugees. I strongly recommend its use in the planning of education programs and related services for this new student group.

5. In addition to the report by Dr. Guernica, there are numerous sections of the paper that have direct implications for policy making concerning the current education needs of Cuban students. These are:

- The results of a preliminary study conducted by the school system give a fairly good indication of the academic level of these students. I do question the finding that the "new" refugees appear to be "reasonably well educated in Spanish," (p. 21). I believe it is better to assume that, academically, they are very heterogenous as a group, with many of the students not having mastered the basic skills in Spanish.

• The outline (pp. 22-23) of activities being conducted by the school system can provide guidelines for the development of curriculum in other school districts serving refugee youngsters. The goals listed concerning the "orientation" program for these students are excellent.

• Also, care must be taken to provide for the psychological needs of these students. This is well described by the author in her closing statements (pp. 23-25).

• Concerning teacher training, the "model," if I may call it that, described on page 14-16 may provide other districts with an idea for preparing teachers and other staff to deal with the needs of these students. There is one area where extreme caution must be taken -- the segregation of students in "Entrant facilities." This practice is in violation of the existing guidelines as prescribed in the "Lau remedies." Even the author states that:

> "It is hoped that the evils of one year's segregation will be offset by the intensification of specially tailored educational programs," (p. 16).

The implications of this practice in terms of compliance with the Civil Rights mandate for national origin students is yet to be seen.

• The recommended instructional materials list given in Appendix D provides a valuable source of information to those school districts in the process of organizing/implementing a program for Cuban refugees (or any other Hispanic group).

Recommendations

In order to address the concerns of school districts outside of Miami facing the enrollment of Cuban refugees, the following editorial recommendations are made:

• Comments must be made concerning the camp/relocation program implemented by government and service agencies. The type of youngster who experienced "camp life," the possible effects this had on him/her need to be described.

• Statements are needed in relation to the "generalizability" of the Miami experience to other school districts in the country. Are the educational needs the same? Are the Cuban refugee students in other districts similar to the ones attending school in Miami? Can the educational approaches used by the Dade County Public Schools be implemented elsewhere? It would be interesting to obtain Ms. Inclan's answers to these questions. Her experience and expertise would be valuable in providing some guidance to other school districts concerning educational practices. This reviewer feels that the "Miami experience" can be generalized to other areas; the basic difference is one of degree. Miami has received the majority of these students. The needs and problems can be generalized to other districts and the educational approaches may be modified to fit the number of students.

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Background Information

The Cuban students in Miami can probably be classified into three groups with somewhat distinctive characteristics, in accordance with the time at which they left Cuba -- the early sixties, the seventies, and now the "Mariel entrants" of the eighties.

The Sixties

The thousands who came in during the early sixties were, for the most part, those whose parents were reacting to the rumors of the loss of the "patrie potestas" possibility, or the takeover by the Castro government of parents' innate rights to rear their own children. Newly arriving children and young adults had strong family ties, and came from protective homes where there was sound discipline and respect for elders whose values were neither questioned nor challenged. The extended family concept was the rule, with at least one grandparent and sometimes an older aunt integrating the family nucleus. Most of them had been attending private schools in Cuba or had at least attended them during the elementary grades, a practice that was quite common even among the lower middle classes.

These Cuban students had very few choices in the prescribed curriculum at any level for the most part, and were limited to a partial decision among the various types of secondary education at the end of the seventh grade and, again, after the fourth year of high school or "bachillerato" if the academic university prep course had been their choice after the seventh grade. At this point, they could opt for a science-math track or a humanities track, depend-

ing on the profession or career in which they intended to specialize at the university.

Up to that point they had to have a well balanced, obligatory general education that indluded all kinds of liberal arts -- histories, geographies, literatures, English, French, language arts, art and music appreciation -- and all branches of science and math, from biology, chemistry and physics through algebra, geometry and trigonometry. Were they to decide upon a vocational high school, they would still have a general humanities and science foundation upon which to build their choice specialization for one of the various branches of commercial science, for the normal school of elementary teachers, for the normal school of kindergarten teachers, or for the school of domestic science teachers. Still another group could decide to go through the junior high school general education program and then, after the ninth grade, study carpentry, plumbing, graphics or any of the other arts or crafts that would allow them also to earn a living at a very young age.

Contrary to what happened at the elementary level, most middle, and many upper class students attended public vocational schools. The private schools that offered the various secondary options had to become "incorporated" or affiliated with a public secondary school in the neighborhood. The public secondary school teachers administered and graded all semester and final examinations at the private schools.

The Cuban youngsters who immigrated in the sixties, though brutally weaned from parents and family by the precious visa waivers that their parents had obtained very secretly through "connections" with the American schools or the clergy, were a secure generation. They were released out to an entirely different world, a parentless, institutionalized world in the shape of a temporary

camps in rural areas in the outskirts of Miami, to Catholic boarding schools and orphanages or, if lucky, to the homes of resident relatives and friends. Hundreds of children came in on daily flights to be processed at the Kendall, Matecumbe and Florida City Catholic Welfare camps where they studied English while waiting to be "located." From these camps they went to live in boarding schools, or in orphanages or in foster homes, thus beginning to participate in the American school system.

Soon they learned to work their way through college good naturedly, to face illness and hardship without buckling under pressure and without resorting to drugs or alcohol or sexual promiscuity.

First-hand experience teaching English as a second language at the Matecumbe and Kendall camps enables me to say that neither among the girls nor among the boys who by the hundreds waited months to get "becas" (scholarships) was there ever a case of homosexuality, drug addiction, drunkeness, rebelliousness or serious breach of discipline. Nor was there any such incidence reported among the many who were sent to boarding school or to an orphanage, either because their parents were still in Cuba or totally penniless in Miami seeking employment.

Many of today's successful professionals, business men and women, and community leaders were initially Monsignor Bryan O. Walsh's Catholic welfare children, whose first encounter with U.S. culture took place in one of these camps, or in an orphanage, or in a Catholic boarding school.[1]

Education Programs in the Sixties

As more and more children began living in foster homes and with relatives, they naturally attended the public schools -- with hundreds registering each

day. Orientation classes were rapidly organized, with teams of American teachers working with Cuban aides — for the most part, highly qualified teachers themselves without the credentials required for teacher certification in Florida. The orientation classes were really the beginning of bilingual education, for the American teachers would provide language arts (English as a Second Language), math, art, music and physical education in English, while the Cuban aides would provide language arts and other subjects in Spanish. Three components of the Dade County bilingual program were then established: (1) ESL, later to become English for Speakers of Other Languages (ESOL); (2) Spanish-S, or Spanish for Spanish speakers, which is different in approach and content from Spanish foreign language courses; and (3) and Curriculum Content in Spanish (CCS), which eventually became Bilingual Curriculum Content (BCC), as curriculum was taught in both languages by a bilingual teacher or aide.

The fourth component — Spanish as a second language, or Spanish SL — was originally offered at the elementary level through daily fifteen minute telecasts, monitored by the monolingual, English-speaking classroom teachers. With the advent of the Cuban aides, and the influx of the Cuban children, the telecasts were eventually abandoned, giving way to the more effective, personalized half hour program provided by native Spanish-speaking teachers and teacher assistants.

Along with the Cuban students of the sixties, there came many Cuban educators who had had extensive experience in Cuba training ESL teachers teaching in bilingual school settings and adapting or developing appropriate instructional materials in ESL for diverse levels and diverse student needs — academic as well as vocational. These refugees were sought out by Dr. Pauline

Rojas, an American educator whose expertise in training ESL teachers and in teaching English as a second language, and whose experience in bilingual education in the Puerto Rican public school system brought her in contact with Cuban educators during her professional travels to Cuba. She had also visited other countries where English as a second language was being taught, and where ESL textbooks, developed by her and by other educators, were being utilized.

Dr. Rojas was sent to Miami by the U.S. Office of Education to cope with the overwhelming influx of non-English-speaking or limited-English-speaking children. Both the organization of orientation classes and the development of inservice training sessions for the orientation of teachers and Cuban aides were soon underway. University of Miami support was sought and attained so that ESL methodology and applied linguistics courses were taught by qualified school system personnel employed as part time instructors, making it possible for the teachers to earn university credits at considerably reduced costs. This proved to be an incentive that compensated for having to face a new unfamiliar situation and undergo additional training.

The decision to provide bilingual education for the Cubans rather than just ESL proved to be a wise one. The hypothesis that language skills development through the home language would reinforce/accelerate skills development in the second language was verified repeatedly. An incidental finding during the 1973 evaluation of the ESL program[2] among senior high school students brought out the fact that those students who also studied Spanish-S achieved better in English than their peers who opted not to take Spanish-S among their electives.

At the same time that the academic needs of the Cuban students of the sixties were being met, there were bilingual psychologists and visiting teach-

er counselors hired under the Cuban refugee program, which became the major source of funding for the bilingual program after 1961. The difficulty posed by the absence of certified student support personnel was resolved by hiring bilingual assistant psychologists who would work under the supervision of the certified psychologists. They were not permitted to do evaluations or administer tests, but they assisted the psychologists in doing so. The were also able to provide the much needed counseling and to interpret culturally different behavior patterns, facilitating the students' adjustment to the new environment on the one hand and, on the other, contributing to a better understanding of the students on the part of teachers and other school staff.

The decade of the sixties witnessed an initial influx of Cuban students and, after a brief period of cessation, new immigrants began to arrive on the "freedom flights," (after December 1965). For years, two such freedom flights arrived daily, bringing one hundred Cubans each — mostly families with school aged children. By the time Fidel Castro stopped the mass exodus, there were 32,167 Cuban refugee children attending Dade County Public Schools in grades K-12. Many more thousands also attended Catholic parochial schools and other private Cuban-owned bilingual schools. It was in these latter schools that the two cultures were really fused as Cuban educators perpetuated pre-Castro Cuban values and cultural traditions on the one hand while observing U.S. laws and practices on the other. A very significant and interesting process of acculturation was initiated, whereby Cuban youngsters had the freedom to choose from the best the two cultures could offer.

In general, the youngsters of the sixties adjusted smoothly to their new school environment and responded successfully to the education progrmas provided for them. Successful careers and outstanding performance in academic

and athletic fields by far outweighed dropout and failure rates among the Cuban students. The freedom flights of the sixties had made parent-children reunions possible early enough to avert the kinds of psychological conflicts that became more frequent in the early seventies. By then, the newly-arrived parents, who had not been able to get out before, found it next to impossible to accept their "Americanized" youngsters whom they had sent over six or seven years before as children. And, needless to say, the young Cuban American teen ager found it almost as unacceptable to conform to the parents' new "rules" on chaperoning, etc., after having experienced the freedom of an American home in Albuquerque or in Indiana.

The Seventies

In the seventies, there was a natural decrease in the number of limited-English-proficient students in higher grades as the Cuban influx began its phase out. The lower grades (K-2), however, still receive limited-English-proficient students who were born in the United States and whose Cuban parents have brought them up in a Spanish-speaking home.

The "seventies" Cuban student may thus have been born in a traditional, lower middle class Cuban home where only the comfort-providing conveniences are American, but the customs, and the value system, are still pre-Castro Cuban. Or, he/she may come to school from a somewhat "Americanized" middle class or upper middle class home in evident struggle or conflict between "Cubanism" and "Americanism." The growing Cuban loses some and wins other of his/her battles for the coveted American freedom that parents sometimes yield to and sometimes totally reject in horror.

This conflict is reflected at times in the youngster's school achievement.

Typically, the girls fare better than the boys. They still manage to be sufficiently docile or conforming enough to accept chaperoning since most of their Cuban peers go through the sema "hassle" until they start college. But the Cuban boy of the seventies typically bites the bit, rebels, and much too often drops out during the senior year.

For boys, the pressure of working to get the coveted new car and fighting for the freedom his parents refuse to grant him is often more than he can bear, and academic achievement deteriorates. There are not enough practical, vocational courses in his senior high school to keep him interested and challenged. He could care less about Hamlet or Macbeth and, since he must pass one of them, he is blocked, frustrated, and begins skipping classes until he becomes a dropout. The unexciting, colorless, insipid bill of fare that most high schools have to offer is no match for the exciting, colorful, flavorful outside world of drugs, beer and sexual freedom, where everyone is constantly urged "to be," "to do your own thing," or just plan to "do it" by blasting songs, TV and radio commercials, movies, and the peer group in general.

In some cases, where the Cuban home has become Cuban American and parents have acculturated and accepted sound American cultural patterns, while still holding on to their own moral values (which are universal), and preserving those they most cherished, the lines of communication have remained open for the most part — at least on an on-and-off basis. The provision of adequate bilingual and bicultural counseling services at the school can then become crucial in pulling the confused Cuban teenager back into school and work. Work experience programs that enable Cuban youngsters to earn credits for graduation while working in places requiring bilingual employees fulfill a major need.

The seventies also witnessed Cuban family reunions en masse. Many teen agers have grown up in single parent homes or parentless homes in which either or both parents remained behind in political imprisonment or went back and were captured in one of many aborted missions that either preceded or followed the Bay of Pigs fiasco.[3] The fact that many Cuban mothers have had to raise an entire family of boys and girls single handed and still make enough money to send food, medicine and clothing to an aging husband rotting away in a political dungeon, has gone unrealized by most. The readjustment process triggered by the return of a bewildered husband, for long years secluded from the world and having to cope with mere survival in the environment of a communist prison, has not been put in perspective in terms of its tremendous impact on the Cuban youth of the seventies.

The Cuban student situation of the seventies, however, is further compounded by incoming young Cubans who managed to escape the regime. Their frustrations under Russian and Castroan repression prompted them to take to the Florida straits in whatever makeshift boats or rafts they could rig up. Many thrived under the newly found democratic freedom and took advantage of the opportunities for work and study. The Cuban teachers, counselors and psychologists they found in American schools were quick to detect their struggles and helped them to cope with the inner conflicts that long years of communist indoctrination were creating for them.

Education Programs in the Seventies

The seventies also witnessed the implementation of education programs that were based on respect for cultural and linguistic differences. Newly arrived Cuban students profited from bilingual programs that were then more

more extensively offered under Office for Civil Rights mandates originating from the Lau decision of the U.S. Supreme Court in 1974.[4] The provision of curriculum content in Spanish for Cubans who were identified and classified as limited in English proficiency upon entering Dade County schools became mandatory in 1976 for all those in grades K-3.[5] Only strong and documented parental requests could be accepted for withdrawal of any limited-English-proficient students from the newly established Transitional Bilingual Basic Skills (TBBS) programs.

In spite of Dade County Public Schools' efforts to meet the special needs of its limited-English-proficient population of about 15,000 (of which over ninety percent were Cubans) the Office for Civil Rights decided that only the six schools where a bilingual school organization (BISO) was provided for a little over 3,000 students were in compliance with the so-called "Lau remedies."[6] These six elementary schools included Coral Way Elementary, the first bilingual public school in the U.S. to offer a full curriculum in another language (Spanish) and in English to all its students, regardless of language origin or English proficiency.

The newly instituted Transitional Bilingual Basic Skills Plan provided for curriculum content to be offered in the home languages of all 15,000 students of limited English proficiency who attended Dade County schools in numbers of 20 or more for the same language origin, in grades K-9. The TBBS Plan, initiated in 1976 with 9,026 students in grades K-3 and 7, was to be extended one additional grade each year until it covered the required K-9 range in three years' time. Thus, by 1979, which also ended the second decade of Cuban influx, Dade County Public Schools were in full compliance with OCR regulations.

Not only Cubans and other Spanish language origin groups -- mainly Nicaraguans, Venezuelans, Puerto Ricans and Colombians -- but also Vietnamese, Koreans, Thais, Laotians, Haitians, Russians, Portuguese, French, Germans, Greeks and speakers of Urdu, Hindi, Farsi, Persian, Arabic and Chinese (both Cantonese and Mandarin), were provided curriculum content in their home language as well as in English, and an intensive ESOL program, until they became independent speakers of English.

Appendix C shows the distribution of limited-English-proficiency students by ethnic group. The level of expectancy for totally "nonindependent" (or Level I) students of other language origins to become fully "independent" (or Level V), was two to three years. As a matter of fact, the records of students who are not ready to be classified as Level V at the end of the second year are the subject of careful review by county and area staff,* and the possibility of a learning disability is investigated.

In addition to establishing the three components that make the TBBS construct (ESOL, BCC, Spanish-S), the decade of the seventies was the scene of increasing interest in and demand for Spanish as a second language -- that is, for English language and other non-Spanish language origin students. It was also, paradoxically, the time for the great bilingual controversy in Dade County.

Vicious attacks against bilingual education from "the establishment" were met by an equally strong defense from businessmen and community leaders who made up the Greater Miami "power structure." Among the elected seven-member board

* The Dade County Public Schools system is administratively divided into four areas, each with its own student support, exceptional student education, bilingual education and other education specialists and supervisory staff, and headed by an area superintendent -- all of whom ultimately respond to the superintendent of schools at the central/county level.

of education, the bilingual program had consistent attackers and equally consistent, staunch defenders. While some were receptive to the contentions of three hard-core, tireless ladies who claimed that their children had not become bilingual in Coral Way — and, therefore, that bilingual schools should be eliminated — others were quite adamant about extending bilingual education, increasing the amount of Spanish at all levels, and making it mandatory instead of optional. The various yearly debates usually ended in calls for evaluations of the various components, all of which usually produced results that were rather favorable to the program. A summary of the evaluation studies is attached as Appendix B. The appointment of a number of bilingual education/foreign language task forces also resulted in recommendations that in no way condemned the program to extermination in any of its components or delivery systems.

The great debate culminated in the promulgation of Board Policy 6GX13-6A1.131 in August 1978 which definitely established English-Spanish bilingualism and biculturalism as one of the system's major objectives, recognizing its economic and sociocultural importance in the country. Three main goals were established for the county's bilingual program that definitely confirmed English for Speakers of Other Languages as a mandatory program for all limited-English-proficient students at all grade levels (Goal I), mandated schools to provide opportunities for all students to study Spanish (Goal II), and to study subject matter in Spanish (Goal III). Thus, Goal I provided the rationale and definition for ESOL; Goal II, for Spanish-S and Spanish SL; and Goal III for Bilingual Curriculum Content, both within the Transitional Bilingual Basic Skills construct and within the controversial Bilingual School Organization (BISO) as a delivery system.

The entrance into the eighties finds the same three tireless ladies before the Board again, denouncing the evils of the program in general, calling for the elimination of all six BISO schools, and the Board again responding by establishing another task force to review the bilingual program. The overwhelming amoung of research done by Troike,[7] Burt and Dulay,[8] and, in particular, the reports on the findings of Lambert and Tucker[9] are consistently ignored by the three ladies, as are the irrefutable findings of the 1978 evaluation of the "failing" BISO program in Dade County provided in Appendix B. The profusion of evidence on the negative effects of attitude in learning, and especially on learning languages, that Lambert cites, has had no effect, failing to explain to them the evident reasons for their children's apparent failure to become bilingual.

As these lines are written, a federal grant has been awarded to Dade County Public Schools for a BISO demonstration program in four of the six schools having the program, including Coral Way. It is the first time since the Bilingual Education Act (i.e. Title VII of the Elementary and Secondary Education Act of 1965) was enacted that Dade County Public Schools' bilingual school organization has been eligible for such grants — in spite of their having been cited in the rationale of the original bill as successful.

The nature of all bilingual legislation at both national and state levels, however, has always been compensatory — that is, designed to compensate for "disadvantagement" on the part of a segment of the schools' non-English or limited-English-proficient population. From the day of its inception, Dade County Public Schools' bilingual programs in general, and its bilingual school organization in particular, have included all students, regardless of native language or English language proficiency. As the 1980 regulations for the

Bilingual Education Act provided for the establishment of a limited number of demonstration programs in which 40 percent of the English-speaking students could be included, Dade County Public Schools applied for the first time and was awarded a grant for its four BISO schools that are eligible by virtue of having sufficient low socioeconomic membership.

What is Being Done in the Eighties

The most significant aspect of the entrance into the eighties, however, is not related to the BISO program. Rather, it is related to the bilingual program being offered to the so-called "entrants" — that is, the Cuban and Haitian refugees who have been registering in our schools since April 1980. These students, whose membership by the third week of September had already exceeded 12,000, have been provided special programs since the summer under regular state funding supplemented by limited federal funds (in the amount of $250 per pupil).

Self contained classes of Cubans and Haitians were organized and staffed by regular classroom teachers with funding generated by "entrant membership." Likewise, two self contained "entrant facilities," with over 400 Cubans each, were staffed with funds provided for administration, instruction, support, maintenance and food services. The remaining thousands of students were: (1) either transported to "entrant centers" if attending schools with already high density limited-English-proficiency memberships; or (2) assigned to ordinary TBBS classes in "schools with entrants" if it would not cause overcrowding.

Elementary and secondary teachers were given "crash" workshops during the summer in teaching ESOL and in teaching curriculum content in English with a second language approach. Supplemental bilingual teachers and paraprofession-

als were trained in profiding bilingual curriculum content. A massive in-service training program is currently being offered with the cooperation of the Dade Monroe Teachers Education Center, the University of Miami, and the South Atlantic Bilingual Education Service Center.

At present, there are approximately 200 new classroom teachers, 95 supplementary bilingual teachers and 50 teacher assistants, most of whom need training, serving the new entrant students (in addition to the 125 ESOL teachers, 127 Spanish-S, 116 Spanish-SL teachers and 139 teacher assistants or aides assisting in the Spanish-S, SL and Bilingual Curriculum Content components for students involved in the regular, non-entrant bilingual program). There are some fundamental differences between the regular TBBS program offered to all students of other-than-English language origin, for students of limited English proficiency, and the newly organized entrant's program.

Initially, all students in grades K-12 are provided three hours (or periods) of ESOL instruction, one of which can be curriculum content, with a second language approach. There is also curriculum content taught bilingually by a bilingual teacher assisted by a paraprofessional. Art, music and physical education are taught in English by regular teachers except in the two entrant facilities where special instruction staff have been made possible by the all-entrant membership of the schools. The entrant program is a one-year program designed to be phased out in 1981. By then, at least 35 percent of all students are expected to have learned enough English to be able to attend regular classes for the English-speaking peer groups, and the remaining 65 percent can be absorbed by the regular ESOL classes for intermediate English-proficiency-level students in the regular TBBS program.

The regular TBBS program requires three, or two, hours of ESOL instruction,

including curriculum content in English for Speakers of Other Languages, only for the limited-English-proficiency students who are classified as nonindependent, or Level I, in English proficiency. The low, medium and high intermediates (Levels II-IV) are required to take only one hour of ESOL. In addition, TBBS students are provided language arts in the home language (Spanish-S) for a full period, and bilingual curriculum content for as long as needed, decreasing in time in accordance with increasing proficiency in English. Art, music and physical education are provided in English only. Under no circumstances are TBBS students to receive instruction in Spanish for more than 50 percent of the total instructional time in the school day.

Cuban students who are proficient in English have the opportunity of preserving their own culture and literacy skills in Spanish by taking Spanish-S and by attending elementary schools with bilingual school organization. In these schools, they take, together with their native English-speaking peers, Spanish-S and, also, curriculum content in Spanish as well as in English.

As can be seen by the above descriptions, the entrant students are separated from the rest of their English-speaking peer group, a practice that is not followed in the regular TBBS program. However, self containment is really the only way these students could be assured of the special education and support services they need, provided by regular staff that have been generated by their own, grouped membership. Were these students to be intermingled with all others, the staff services would have to be shared by all and the provision of special instruction -- ESOL, Spanish-S and Bilingual Curriculum Content — as well as psychological services would be greatly diminished. It is hoped that the evils of one year's segregation will be offset by the intensification of specially tailored education programs.

What the New Cubans are Like

In the meantime, more data must be gathered about these new Cubans. While in many ways they are the same, in many more they are totally different from the earlier immigrants. As the new influx from the Cuban port of Mariel began, Cuban volunteers who processed them in Key West brought back reports that led to the belief that the entrants were a different breed. Subsequent inputs from psychologists, such as Dr. Cecilia Alegre,* have been provided. Analysis of the Mariel population, such as the one by Dr. Eneida Guernica (Appendix A), have also been sought. Dr. Guernica, a Dade County Public Schools psychologist, has served Cuban students since 1963. These analyses inevitably lead to the conclusion that the 13,000 Cuban Marielese represent a very significant, major portion of the challenge of the eighties for Dade County Public Schools.

The first group of approximately 800 that attended summer school were for the most part living with parents or relatives. Classroom visitations at both elementary and secondary levels showed them to be respectful, clean-cut youngsters whose faces revealed eagerness and whose constant chatter and hyperactive participation seemed indicative of rather positive reactions to the newly found freedom of a democratic classroom, in sharp contrast with the coercive discipline left behind. They were courteous (quick to stand up when visitors entered) and apparently appreciative as they smiled when "chanting" their newly learned greetings in English.

* Dr. Alegre is a Panamanian psychologist who has been working with the new Cubans in the Fort Chaffee, Arkansas, and in the Indian Town Gap, Pennsylvania and Miami camps, and with all Hispanic groups before and after earning her doctorate in Miami.

As the days and weeks of summer wore on, however, teachers' observations brought a loud and clear message -- this was a new breed of Cubans with deeply ingrained convictions and values whose very subtlety and depth would probably create adjustment problems precisely because of their apparent nonexistence. These were Cubans who would evade the issues they'd rather not face or discuss — as, for example, politics. Perhaps the best way to understand this message is to analyze reported behaviors.

For instance, basic foods, such as milk, are rejected by children of all ages with the more outspoken challenging their new teachers on the grounds that in Cuba they had learned not to drink milk because it would make them "lose all their teeth." The constant failure to flush toilets, and to throw soiled paper on the floor, is a habit formed because of the lack of water in Cuba. This also explains the little jars of water brought to school by some small children for drinking purposes.

The disruptive noise caused by generalized individual talking that consistently accompanies the transition from teacher-dominated oral presentations to independent, individualized work is a natural consequence of the regimentation prevailing in Castroan classrooms, as is the inability to exercise self discipline (and, instead, to behave "antisocially"). Taking anything needed without permission is quite common, since there is no private propoerty in Cuba and strict rationing is enforced. All this made taking what one could find actually a commendable feat, especially when brought home to be shared by smaller brothers and sisters and by parents.

Among the older boys, in particular, it became an act of heroism to steal food and highly prized goods that were scarce or mostly nonexistent. Imprisonment when caught simply confirmed the hero, making him then a martyr among the

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non-Communist dissenting groups. Thus encouraged to break communist laws and to disregard the ruling lines of authority, the emerging adolescent is quite confused when thrown into the democratic, free environment of a society that expects self control and restraint and respectful cooperation with the peer group instead of the aggresive competition that naturally results from the need to survive.

The new sixteen-year-old Cuban has therefore developed an entirely different value system tinged with bravery and expressed by means of what, to his U.S. peers and the adults around him, sounds Marxist. Indeed, the terminology is Marxist, and the animosity resulting from constant "passive resistence" to the Marxist government and from the constant sabotage of governmental institutions in Castro's Cuba has become so deeply ingrained and so much a part of the adolescent, that it is quite normal for him to transfer all of it to his new environment at the least provocation or upon the first confrontation with different patterns of authority. At best, he becomes highly manipulative as he transfers his resistence to "working for the communists" to a resistance, in general, to just plain working.

In addition, the reports he has heard about the easy life in the U.S., without restrictions and the hardships of denial, actually create in the Castroan generation false expectations from American society. He begins to wonder whether he shouldn't just go ahead and grab that television set that everybody here is supposed to have anyway... In the words of Dr. Alegre, "They have no sense of delayed gratification."

Academic deficiencies, resulting from resistence to "volunteer" for cane-cutting and other "privileges" that open the doors to "full" education in Cuba, or from the success of parents in keeping their children from being a

"pioneer" who would learn Marxist philosophy while being trained in Castroist ideology, all make the predicament of Cuban youth in our society twice as complex. Frustrations and inability to cope — aggravated by an inability to communicate in English — are bound to cause an emotional explosion that can only lead to antisocial behavior.

Yet all is not lost, provided that the adults in the new society, those who are now responsible for his or her education, understand these facts of life in the life of the Marielese child. For concommitant with these characteristics are the need for affection and a nostalgia for a mother and father who, even if present, could not be turned to for comfort under a social system that absorbs the individual from early childhood and alienates him/her from parents and family.

Another fact that becomes evident from both Dr. Guernica's and Dr. Alegre's analyses of the Marielese students is their heterogeneity due to the diversity of motives that prompted their departure from Cuba. Many left because they or their parents became disillusioned with a regime that, after over twenty years of utopian promises, still delivered only hardship, absence of all comforts and living conveniences, and scarcity of even the once-abundant foods that were commonplace in the fertile island's formerly rich production.

Some of this group — 10,000 of them — had sought political asylum in the Peruvian embassy when the announcement was made that exit was open to all. The unprecedented mass reaction from the people in twenty-four hours was soon countered by Castro's actually compelling misfits, criminals, the insane, sex deviates and, in short, all undesireable individuals, to fill the boats that U.S. Cubans had taken to Mariel to pick up relatives who had waited for exit permits for many long years of total deprivation.

Academically, the heterogeneity is equally astonishing. A quick preliminary study was made by the school system among 600 randomly selected students attending some 56 summer centers, grades 1-10. The California Test of Basic Skills was administered in Spanish to assess these students' language and mathematics skills. The general conclusions of the preliminary study are as follows:

1. It appears that the summer school population has an overall level of Spanish language skill that is comparable to the typical U.S. pupils' level of English skills. In other words, it appears that they have, as a group, been reasonably well educated in Spanish.

2. In terms of mathematics computation, the scores are lower, indicating a moderate deficit when compared to the average Dade County or U.S. pupil. A significant portion of this deficit is likely due to the fact that many Cuban pupils were taught to use different symbols for multiplication and division than those used in the U.S. and on this test. Thus, it is reasonable to suppose that a significant part of the deficit will rapidly disappear as the students become accustomed to our symbols. Even after this period of accommodation, however, computational skills will have to be given special emphasis for a period of time.

3. Insofar as curricular materials are concerned, it appears that those appropriate for the particular grade level would suffice for most pupils. However, like other Dade County pupils, there will be pupils who could benefit from more advanced materials, while others will require "easier" materials.

In terms of future activities, it is recommended that a similar study be conducted in October or November when the full segment of pupils is in school. Additionally, these data describe only the basic skills and say little about these students' backgrounds in the content areas, such as biology, American history and the business/vocational areas. The first few months of the 1980-81 school year might be used to develop information in these areas through the use of structured interviews or locally developed tests.

The CTBS Spanish version has been administered to all entrants during the last week of September. Findings are expected to reveal many differences, judging from observations made by teachers. It appears that while the first entrants included more urban school students who had somewhat higher academic standing, the latter included many who are totally illiterate.

While more precise data are being compiled, the suggestions made in the preliminary summer study are being implemented, insofar as the regular ESOL materials are concerned. However, emphasis on social studies content relative to American culture and democracy is being provided in specially developed lessons for the elementary grades with an English-as-a-Second-Language approach.

For grades 7-12, Spanish learning activity packages, developed to implement regular semester course outlines in social studies and science, are being utilized. A biology class in Spanish is being telecast at different times during the school day to accommodate the various junior and senior high school schedules. Math activities have also been developed with an ESL approach and math textbooks in Spanish complement the curriculum objectives. It is expected that this organization will enable students to be ready for promotion at their corresponding grade levels, since all efforts are being made to minimize the effects of the language barrier.

What Remains to be Done

The massive inservice courses for teachers will dwell not only on academic matters, but also on sociocultural and psychological orientation for all concerned in the education of the new Cubans. The recommendations made by Dr. Guernica and Dr. Alegre in this respect are to be followed in all inservice courses. They will also be followed in providing orientation for administrators and student support personnel in order to counteract the ill effects of the indoctrination undergone by the new entrants.

Orientation efforts are to be directed toward enabling students to:

1. Understand the local system in operation.
2. Identify their own values in contrast to, or comparison with, those of the community.

3. Participate in experiences that will help them to develop new behavior patterns that in turn will make them productive members of the new society.

4. Develop a sense of personal responsibility. In this respect the practice of self criticism that was quite generalized in Cuban prisons and in education institutions may be a facilitating factor if adequately utilized.

5. Understand the literature and the history of their own country, free from the biases with which both are taught in Cuban schools.

6. Understand the literature of the U.S, as an expression of its culture and history.

7. Accept responsibility for tasks that will benefit the community and and not just themselves as individuals.

8. Integrate into the new society, interpreting and understanding one another and gradually integrating with the American peer group as they heal from the manipulation, the physical abuse and the undeserved punishment they have been subjected to during their life in Cuba.

In general, there needs to be a "very consistent approach to counteract the students' own inconsistencies, their own manipulations, machismo, bragging and violence," says Dr. Alegre. "These children and young people," she continues, "need much support to counteract the immaturity and dependency that have resulted from a system that does not allow for initiative or for assuming personal responsibility; a system that would provide whatever little the individual is allowed to have; in short, a system that relied heavily on political rewards for reinforcement."

According to both Dr. Alegre and Dr. Guernica, educators -- administrators as well as teachers -- need to consistently assess both the scholarship and, perhaps even more important, the personal assets of the new Cuban students in order to potentiate such assets through appropriately designed school programs and vocational and psychological guidance.

One simple procedure that would facilitate the attainment of most of the

afore mentioned objectives in the adjustment or acculturation of Cuban adolescents in particular could very well be a series of informal voluntary "rap" sessions conducted, preferably, by a young counselor or psychologist. One such series was originally organized two years ago by Rosa M. Inclan,* at that time a 21-year-old United Family and Children Services social worker, in a selected group of high density Cuban junior and senior high schools. Under the title of "Finding Yourself in the Bilingual Tug o' War," the sessions were announced on student activities bulletin boards, for small groups of volunteers (no more than ten) on a first-come-first-serve basis. As a result of the sessions, many values were clarified, many misunderstandings between "Americanized" teen agers and Cuban parents were clarified, and many serious cultural conflicts between parents and youngsters were averted.

In summing up, there needs to be a general alertness to detect the special psychosociological needs of the new Cubans so that, drawing from past experience, educators, support personnel and decision-making individuals at all levels — national, state and local — can provide for this group the living experiences that will facilitate their successful incorporation into the American community.

Perhaps the most important principle that all need to remember, because the Cuban minorities in Florida have proven it to be true, is that when an individual of a different culture and language origin is respected, and when a sincere effort is made to nurture and strengthen his/her own language and culture, he/she is quick to respect and accept, and strengthen, those characteristics of the dominant culture into which he/she is to integrate.

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* Rosa M. Inclan in the author's daughter.

The implication, therefore, is that the Cubans -- whether limited in English proficiency or not -- need to be educated bilingually. Their own innate potential -- their own language and culture -- needs to be reinforced and expanded like the language skills and culture of their English-speaking peers are also developed and expanded. It is not really accidental that Cubans have not been militant. They were privileged to become part of a system that initially gave their language and culture its rightful place in education programs that were designed for all -- instead of treating their home language studies as a transitional program instrumental in compensating for a deficit. Decision-making educators need to study the benefits of bilingual education as a program to develop better intercultural and human relations among all people, regardless of language background.

Footnotes

1. Monsignor Bryan O. Walsh has directed the Catholic welfare program for Cuban children since its inception in 1960. He still keeps some 30 homeless youngsters in a limited facility that he personally administers on Archdiocesan grounds.

2. Dade County Public Schools Department of Planning and Evaluation of Bilingual Programs, 1973-74, p. 10.

3. The U.S. organized anti-Castro Cuban invasion of Cuba, entering through the Bay of Pigs. Many Cuban lives were lost and all the remaining invaders imprisoned because the U.S. failed to provide the air coverage committed.

4. The Lau v Nichols U.S. Supreme Court decision of January 1971 established that children who could not profit fully from school programs being offered in English when their command of the English language was inadequate were not being provided equal access to educational opportunities.

5. Dade County Public Schools Plan for Meeting the Instructional Needs of Students of Limited-English-Speaking Ability, 1976-79, Division of Instructional Planning and Support, Miami, Florida.

6. Department of Health, Education, and Welfare, Office for Civil Rights, Task Force Findings Specifying Remedies Available for Eliminating Past Educational Practices Ruled Unlawful Under Lau v Nichols.

7. R. Troike, "Research Evidence for the Effectiveness of Bilingual Education," NABE Journal 3 (Fall 78).

8. H. Dulay and M. Burt, "Why Bilingual Education? A Summary of Research Findings," Poster, 2nd ed, San Francisco: Bloomsbury West, 1978.

9. W. Lambert, G. Tucker, et al, "Cognitive and Attitudinal Consequences of Bilingual Schooling," McGill University, Montreal, Quebec, Canada, Journal of Educational Psychology, 1973, vol. 65, No. 2, 141-159.

Appendix A

Recommendations from Dr. Eneida Guernica, Cuban American psychologist, are listed below. Dr. Guernica has provided services to Cuban refugee children in the Dade County Public Schools since 1963. She is the director of psychological services in the Professional Community Services Center.

A. Analysis of the Present Realities in Dade County:

1. Sudden conglomeration of different Hispanic and other cultural groups due to political reasons, including Nicaraguans, Venezuelans, Haitians, Vietnamese, Russians and Koreans.

2. Refugees looking for liberty and peace.

3. The problems of Cuban refugees fall under a unique category since many of them came under different circumstances. Examples of those circumstances are:

   a. Those coming because they were against the government since the beginning of communist doctrine in Cuba.

   b. Those coming because of economic pressure.

   c. Those coming because they changed their way of thinking and are now against the communist government in Cuba.

   d. Those coming because they think that communist doctrine, guided by Castro, is not the right one, but still thinking that other types of communism make the best way of life.

   e. Those that were forced to come because of unaccepted behavior in Cuba. Most of them grew up under the communist doctrine, and are the product of the present philosophical thinking. These people were conditioned to stay out of work due to different circumstances and have learned to satisfy their wants through means that are unacceptable in our society.

   f. Those coming of their own will, but who have also been conditioned to a passive aggressive attitude against the communist government, displayed as a rejection of work or as a slow producer.

g. Those coming from the communist government who rebelled because of an inadequate way of life and desires for a better way of living.

h. Those who didn't want to come but who were forced because of some personality disorder.

4. The sudden mass of immigration has created a reaction in the community with symptoms of fear and insecurity.

5. Children of school age, as well as adolescents, have already acquired in one way or another the communist indoctrination.

6. The educational background of these children is still an enigma. Psychologists and educators have to learn more about them.

7. P.L. 94-142 and Dade County Special Education system are inhibiting the psychologist from spending the necessary time with these youngsters and their teachers to help them adjust better. This is happening because of the psychological productivity approach required by the Dade County schools.

B. Recommendations:

1. Provide psychological help to these children in their adjustment process.

2. Provide psychological help to teachers as a way of detecting the possible problems that these children would show in the learning process.

3. Programs to neutralize the communist indoctrination of Cuban children and their families.

4. Programs to help children acquire the new language.

5. Recruit groups of professionals who have been researching the literacy problem of the bilingual child. This should be done through a request to every professional in the field to contribute their findings for the development of adequate techniques in reading and spelling and as a consequence, the acquisition of their second language, English.

6. This group should consider the need for a task force according to geographic setting, in this matter, to develop adequate programs that could guide us in a better, more comprehensive way through the decade of the eighties.

C. Possible Undesireable Consequences if Adequate Measures are not Taken

If adequate programs are not developed, the possible inadequate pathological consequences could be as follows:

1. A view of themselves as inadequate due to the feedback of non-accept-

ance from the new social group.

2. Poor identity of self because of constant rejection of their mother tongue and cultural values from the dominant social group.

3. Possible identification with the aggressor (aggressor will be the dominant social group) with a denial of own heritage and language.

4. Denial of heritage will result in an insecure, unhealthy personality development.

5. Feelings of guilt to consider themselves at times as potential traitors to themselves because of the denial of their own heritage.

6. Development of an impersonal way of social interaction to escape from the pressure of the dominant culture.

7. Possible suppression of their own consciousness of their identity as a function of the language and culture of their parents.

8. They can become actors, divorced from ethnic and familiar realities.

9. Development of the "divided man" as the result of two socio-cultural and psychological educations because they have not been presented adequately.

Appendix B

Following are summaries of studies that have been conducted on the performance of students participating in bilingual programs in the Dade County Public Schools.

* * *

1. Name of study: An Evaluation of Certain Aspects of the Academic Achievement of Elementary Pupils in a Bilingual Program (doctoral dissertation, the University of Miami Press, Coral Gables, Florida 1968).

   Investigator: Mabel Richardson

   Date of study: January 1968

   Subjects of study: English-language origin and Spanish-language-origin students.

   Purposes of study: 1. Compare the relative performance of BISO and non-BISO ELO and SLO pupils in language arts and arithmetic in order to assess attainment of Objective No. 1 of the Coral Way Bilingual School in Dade County, Florida.
   2. Assess BISO pupil progress in ability to read, understand and deal with academic content in the second language in order to assess attainment of Objective No. 2.

   Major findings:

   Hypothesis One (based on Objective 1) that: "There is no signigicant difference in achievement in the language arts and arithmentic scores, at the same grade levels, between English and Spanish-speaking pupils in the experimental (BISO) bilingual groups and English and Spanish speaking pupils in the control (non-BISO) groups," was found acceptable, in relation to pupils who started the program at either first, second or third grade levels in 1963-64.

   Hypothesis Two (based on Objective 2) that: "There is no significant difference in the native and second language proficiency for the subjects in the experimental bilingual program as measured by the Coopera-

tive Inter-American Reading Tests" had to be rejected after a three-year study during which tests were applied in May of each year, for although "All groups in the bilingual program made progressive gains in the second language during the three years," they were not as proficient in it as in their native language at the end of the third year.

Yearly comparisons of standardized test scores in BISO schools and comparable non-BISO schools consistently confirm Dr. Richardson's original findings. For some BISO schools, at some grade levels, reading and arithmetic scores are significantly higher, or at least not lower, than those for comparable non-BISO schools.

2. Name of study: Evaluation of the Instructional Program for Spanish Language Origin Students 1970-71.

Investigator: Department of Planning and Evaluation, Division of Instruction, Dade County Public Schools

Date of study: 1970-71

Subjects of study: English language origin and Spanish language origin pupils

Purpose of study: To determine the effectiveness of some bilingual programs being offered for "Spanish language origin students"

Major findings:

Performance in English: In May 1970, 82 percent of SLOs enrolled completed the Stanford Achievement Answer Sheets with the following results:

"As a group, the Spanish language origin students performed at, or slightly above the national norms for grade level equivalency in grades one through six on the Arithmetic Computation Subtest. At the seventh, eithth and ninth grade levels, the average performance of all students in the DCPS was depressed on this subject. This pattern was also reflected in the test scores of SLO students... in the upper grade levels, SLO students who were tested one month prior to graduation from high school generally performed slightly above the established national norm on the Arithmetic Computation Test."

"In paragraph meaning, SLO students in grades 1-8 generally performed abouth six months (range: 3-9 months) below the norms established as national grade level equivalent for this subtest... in senior high schools (10-12) SLO students, as a group, consistently performed one year below the national norms for grade level equivalency... these scores do not represent the progressive achievement of the same group of students, 1-12."

It is to be noted that 82 percent of all SLOs were included in these conclusions, not just those who had become independent in their English proficiency as required by county policy.

Performance in Spanish, as shown by BISO participants:

"At the elementary level, the Cooperative Inter-American Tests indicated that, in terms of the reading achievement of 'Spanish language origin' students, the 'Bilingual School' and the 'Bilingual Program'* are successfully achieving both parts of the first performance objective.** The instructional program in the 'Bilingual School' has been the most successful in achieving the second part of this objective for 'Spanish language origin' students. A full half day (rather than an hour and a half) is devoted to instruction in the Spanish language at the 'Bilingual School;' therefore, it is not surprising that these students read better in the Spanish language."

"Results of the special bilingual testing program in 1970 indicated that 'Spanish language origin' students attending the 'Bilingual School' derived more additional benefits (higher reading achievement in Spanish) than did 'Spanish language origin' students who were participating in bilingual programs' at the elementary level. By the time the graduates of the 'Bilingual School' completed the seventh grade in the 'bilingual program' however, the test results indicated that they had not derived benefits (higher reading achievement in Spanish) which were superior to those derived in the regular instructional program in grades one through seven. The regular instructional program, of course, included classes in Spanish-S and English SL."

"The countywide testing program in May 1970 was comprised of subtests in paragraph meaning (reading) and arithmetic computation. These tests, of course, were administered in the English language. On the paragraph meaning subtest, the average score of 'Spanish language origin' students at each grade level were below the countywide averages and ranged from three months below to one year and four months below the national norms for grade level equivalency. Scores from grade level to grade level represent different groups of students; however, if the scores of the 'Spanish language origin' students who are currently at the primary level (three to eight months below national grade level equivalents) represent the starting point for the 'Spanish language origin' students who are now at the senior high school level

* Schools without "bilingual programs" are not synonymous with monolingual schools. Classes in Spanish-S are frequently offered for "Spanish-Language Origin" students in these schools without "bilingual program." Interim Report, April 30, 1971.

** The participating pupil will have achieved as much in the way of skills, abilities and understanding as he would have, had he attended a monolingual school and in addition will have derived benefits which he could not have attained in a traditional school. Interim Report, April 30, 1971.

(one year below national grade level equivalents), the amount of progress may be all that can be reasonably expected.

An important conclusion reached by the Department of Evaluation and stated in its final report of May 1972, is indicative of program effectiveness:

"Based on the progress of individual students in reading and mathematics, Spanish language origin students showed an increased rate of progress over the rate of progress evidenced by the total of all students in Dade County. This suggests that existing deficiencies in language are being made up."

"A comparison of May 1971 test scores with May 1970 test scores for Spanish language origin students indicated that the general performance level of Spanish language origin students as a group is improving from year to year. Although the amounts are small, the gains are fairly consistent across grade levels with the possible exception of secondary mathematics, where mixed results are indicated."

For the English language origin students, the conclusions are:

"English language origin students at the Bilingual School read significantly better in English than in Spanish."

"English language origin students at the bilingual school kept up their achievement in the reading of English as compared with their English language counterparts in other schools."

"English language origin students at the bilingual school read better in English than their Spanish language origin counterparts at the school."

3. Name of study: Evaluation of Dade County Public Schools Bilingual Programs, 1973-74.

Investigator: Department of Planning and Evluation, Division of Finance, Dade County Public Schools

Date of study: 1973-74

Subjects of study: English language origin and Spanish language origin students

Purpose of study: To assess effects of bilingual programs on both the ELOs and the SLOs performance in English and in Spanish.

Major findings: Conclusions:

Both groups "Tended to perform better in tests constructed and answered in their native language..."

"The encouraging note was that bilingual program participation appeared to be closing the gap between these two sets of scores. With increased program participation, Anglo students showed a more rapid improvement in the Spanish language version of the tests while Spanish language origin pupils improved at a faster rate on English versions of this achievement test than is true for their Anglo counterparts in the regular countywide achievement testing program."

"The Spanish as a Second/Foreign Language Program produced a well defined trend of improvement in the Spanish reading subtests associated with the length of the Anglo students' participating in the program. There have been suggestions that the time Anglo pupils spend in Spanish instruction provided in these classes will interfere with or subtract from native language skills development. The sample used for this evaluation, however, suggests the contrary."

"English reading comprehension scores attained in the countywide testing program were slightly, but definitely, related to the length of time these program participants were enrolled in Spanish SL. Said differently, any effect that participation in Spanish classes had upon the development of English reading skills appeared to be a positive one. There were, undoubtedly, individual situations where negative consequences occurred, but English and Spanish skills development were generally compatible."

"The results produced by the BISO program were mixed. For Anglo pupils, Spanish reading vocabulary did improve with increased participation in the program, but no general improvement in Spanish reading comprehension was obtained."

However, "tenth and eleventh grade scores on the achievement tests" of the remaining ELOs who had participated in BISO since its inception "were compared between the small group of Bilingual School Organization participants and the group of non-participating counterparts in order to see if participation had produced negative effects upon achievement in English reading scores. By tenth grade, the Bilingual School participants were achieving higher than their previously matched peers, and this gap was extended in eleventh grade. Apparently, this program, like the Spanish as a Second/Foreign Language Program, did not interfere with English skills."

The ESOL program evaluation showed that there was "consistent growth in English reading and comprehension associated with program participation," though "there did not appear to be regular gains made in the vocabulary scores as consequences of this participation." However, extensive vocabulary growth becomes an expected outcome of the ESOL program only after mastery of the basic sound system and grammatical structures of the language have been mastered at the automatic or fluency level.

Besides, the "companion" component for the Spanish language origin students — Spanish for Spanish Speakers (Spanish-S) — did show its

effectiveness in "the development of both English and Spanish reading vocabulary and comprehension."* For this reason, as well as for its low cost and the most consistent gains achieved by the participants, the Spanish-S program was recommended as a "priority program expansion item when funding SLO programs"** and as a program for SLO students who take ESOL to participate in.***

4. Name of study: Relation of Early Bilingual Instruction to Divergent Thinking.

Investigator: Dr. Dorothy J. Champlain, Florida State University

Date of study: 1977

Subjects of study: 161 fourth- and sixth-grade students in BISO and 187 comparable non-BISO students.

Purpose of study: "To determine if the early introduction of foreign language instruction in a dual medium equal maintenance bilingual program was related to differences in performance between bilingual and monolingual subjects on tests of divergent thinking involving fluency, flexibility, and originality."

Major findings:

"While bilingual means were higher on all six subtests" of the Torrance Tests of Creative Thinking, when language did not play a part in the test, as on the figural battery, there were no significant differences between BISO and non-BISO students.

"However, when the test made verbal expression a salient feature, as on the verbal battery, mean differences...were significant in: (a) fluency, $p < .01$; (b) flexibility, $p < .05$; and (c) originality, $p < .001$."

"Bilingual fourth-grade subjects did as well (higher in fluency and originality, lower in flexibility) as monolingual sixth-grade subjects on combined figural and verbal batteries, revealing no significant differences between the two grades on fluency, flexibility or originality measures."

"Bilingual originality showed the greatest significant mean differences, $p < .001$, when verbal subtests were compared using lingual groups. Figural originality showed the only significant difference, $p < .01$, when bilingual fourth- and sixth-grade means were compared using all six subtests."

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* Evaluation of Dade County Public Schools Bilingual Programs, 1973-74, p. 13.
** Ibid.
*** Ibid.

Though bilingual reading test means were below monolingual means at both grade levels, "These mean differences were not statistically significant."

Dr. Champlain, assistant professor in the Department of Elementary Education in Eastern Kentucky University, states in her doctoral dissertation that "it appears that a program of increased lingual, literate and cultural emphasis facilitates the verbal expression of fluency, flexibility and originality on a test of divergent thinking. Further," she notes, "this superior verbal performance was achieved in the subjects' second language."

..."The results strengthen the study's supportive theory that the fluent and literate acquisition of another language augments the development of verbal acuity and that extracultural influences contribute to a more faceted or objective perspective."

From the preceding findings, obtained at Coral Way Elementary, a new dimension of superiority in educational benefits can be added to the BISO program — superior ability in divergent thinking processes.

5. Name of study: Evaluation of the Dade County Bilingual School Organization Program (BISO).

Investigator: Office of Management and Educational Audits

Date of study: 1976-77

Subjects of study: 3,938 pupils in eight BISO schools (72 percent SLO and 28 percent ELO).

Purpose of study: To determine the effectiveness of the BISO program in delivering bilingual basic skills instruction.

Major findings: The eleven findings appear below.

1. Were the SLO, BISO participants successful in their efforts to become bilingual, acquire English language skills?

   Findings: Results from the S/ELPS and the LAB clearly demonstrated that SLO BISO participants were highly successful in acquiring English language skills. For example, S/ELPS results indicated 44 percent of the kindergarten, 64 percent of the first grade and 78 percent of the second grade SLO BISO participants were bilingual. LAB test results were similar. Specifically, on the English version of the LAB, they scored nearly as well as the English norming group by grade two and equaled the norming group's scores at grade six. On the Spanish version of the LAB, SLO pupils at all grade levels (K-6) scored as well as or better than the Spanish speaking norming group, (pages 25-26).

Conclusion(s): These findings clearly demonstrate that SLO BISO participants were highly successful in their efforts to acquire English as a second language, to become English/Spanish bilingual. This occurred despite the SLOs having received considerably more instruction time in their home language, Spanish, than non-BISO SLO pupils countywide.

2. Were the ELO BISO participants successful in their efforts to become bilingual, to acquire skills in Spanish as a second language?

   Findings: (1) Results from the S/LEPS and the LAB tests indicate ELO participants experienced varying degrees of success in their efforts to acquire Spanish language skills. For example, the data demonstrate: (a) the longer the ELOs participated in the program, the greater the percentage of them were categorized as bilingual, and (b) ELO BISO participants were substantially more successful in acquiring Spanish language skills than a group of similar ELO pupils who were taking Spanish FL/SL, but were non-BISO. Both of these findings indicate a positive program impact.

   (2) On the other hand, ELO BISOs were relatively less successful in acquiring Spanish language skills than SLO participants were in acquiring English language skills.

   (3) This specific finding is in agreement with general findings from the research into the process of acquiring a second language which indicates that generally, the greater the degree to which one is immersed in a culture whose primary language is different from one's own, the greater the probability one will develop proficiency in the understanding and use of the language of that culture, (pages 26-27).

   Conclusions: These findings support the judgment of the positive effect of the BISO program for ELO participants in learning Spanish; although they were relatively less successful in acquiring Spanish language skills than SLO participants were in acquiring English language skills.

3. What was the impact of the BISO program on home language development for the SLO and the ELO pupils?

   Findings: Overall, both the Spanish language origin and the English language origin pupils achieved well in their home language areas compared to national norms for tests used in this evaluation. The SLO pupils achieved well in Spanish and the ELOs achieved well in English, (p. 28).

4. How did BISO pupils compare to national and district averages on the Stanford Achievement Tests in terms of median percentiles?

   Findings: (1) In reading comprehension, BISO pupils scored above the national average in grades one through four and below the

national average in grades five and six. Similarly, BISO participants scored above district averages in grades one through four, equal to the district average in grade six, and slightly below in grade five.

2. Math computation results were well above the national average for all grade levels, one through six, and above the district average in all grades except the first and second, where they were slightly below the district average.

3. Math concept scores were well above the national norm in all grade levels one through six, slightly below the district average at grade one, slightly above in grade two and well above the district average in grades three through six, (p. 29).

Conclusions: Analyses of basic skills achievement for the combined language origin groups of ELO and SLO BISO participants, in terms of median percentiles indicate that overall, and excepting reading comprehension in grade five, reading and math achievement results for BISO participants were extremely positive when compared to national and district groups.

5. How well did the BISO participants perform in the basic skills areas in comparison to similar pupils within the district, in terms of similarity-index scores?

Findings: Analysis of similarity-index scores for the combined groups of ELO and SLO BISO participants showed that BISO participants performed as well in reading and mathematics as non-BISO pupils of similar backgrounds countywide.

Performance of BISO fifth graders was an exception. They scored less than expected in math computation and math concepts, (p. 30).

Conclusions: Overall, except in fifth grade math, there is no evidence that participation in the BISO program slows the development of basic skills achievement in English.

Recommendations: Program administrators should examine the fifth grade math programs in BISO schools in order to determine why scores were lower than expected at that grade level and report findings to the Director of Bilingual Programs.

6. Were there differences in basic skills achievement patterns for the ELO and the SLO BISO participants?

Findings: Achievement data analysis showed that, except in grade five, the BISO program impacted positively on basic skills achievement for both the SLO and ELO participants. The impact of the program was more positive for SLO than ELO participants. This was particularly true at the fifth grade level, (p. 31).

Recommendations: School level personnel should examine their programs to determine if changes could be made within their schools to further enrich the BISO program for ELO participants.

7. Were there differences in basic skills achievement patterns from one BISO school to another?

   Findings: There were BISO schools, as there are non-BISO schools throughout the district, which exhibited reading and math scores lower than similar school populations. Significantly, the two schools in which pupils scored consistently less than expected also demonstrated the highest pupil transiency rate among BISO schools, (p. 32).

   Recommendations: It is recommended that the two schools, Fienberg and South Beach, which exhibited excessively high transiency rates, be discontinued as BISO schools.

8. Was there a standard bilingual curriculum across the eight BISO schools?

   Findings: Bilingual curricular offerings among BISO schools were similar in that all provided English as a Second Language (ESOL), Spanish as a Second Language (Spanish FL/SL), Spanish for Spanish Speakers (Spanish-S), and some combination of the four components of Curriculum Content in Spanish (CCS): social studies, science/ health, mathematics and fine arts. Provision for delivery of the various CCS components however, varied somewhat from one BISO school to another and from one grade to another with BISO schools. For example, mathematics skills were not taught in Spanish at levels K, 1, 3, 4 and 5 at Miami Gardens, K-5 at Rockway, and grades 3-6 at South Beach, (p. 33).

   Recommendations: Efforts should be made at each school level to provide all CCS components. Reports should be issued to the Director of Bilingual Programs to explain why this was not done.

9. Did the amount of instructional time in Spanish vary among BISO schools?

   Findings: Yes. There was a wide variance of time spent in instruction in Spanish among grade levels within BISO schools and within grade levels among BISO schools. For example, the minimum average number of minutes in Spanish instruction was 150 minutes per week at the kindergarten level at one school. The minimum number of minutes of instruction in Spanish at the kindergarten level at other schools was 500 minutes per week. Maximum average minutes of instruction time in Spanish also varied substantially, ranging from 450 to 850 minutes per week within the same grade level at different schools, (p. 33, 34).

Recommendations: An effort should be made to insure that the amount of time the ELO and SLO BISO participants receive in Spanish instruction within the various BISO schools shoud be approximately equal.

10. What percentage of the BISO professional staff were English/Spanish bilinguals?

    Findings: On the average, 25 percent of the teachers, 49 percent of the teachers' assistants and 40 percent of the teachers' aides were bilingual, (pp. 34,35).

    Recommendations: Ideally 100 percent of the professional staff in the BISO schools should be bilingual. Practical constraints to the implementation of that staffing pattern, i.e., court-ordered racial quotas for staffing Dade County schools exist; therefore, it is recommended that a minimum of 50 percent of the professional staff of the BISO schools be English/Spanish bilingual. This should be accomplished by attrition, transfer or training.

11. Was there a significantly higher transiency rate for some BISO schools than others; and how did a higher transciency rate impact on the basic skills achievement of BISO participants?

    Findings: Fienberg and South Beach elementary schools exhibited the greatest pupil transciency rate, 36 and 35 percent respectively. (Transciency rates among the remaining six elementary schools stabilized near the countywide average of 19 percent.) These two schools also demonstrated the most negative achievement patterns when reading and math achievement were analyzed in terms of the similarity-index procedure, (pp. 35,36).

    Conclusions: It is very doubtful whether a viable BISO program can be maintained with such high transciency rates.

    Recommendations: BISO programs should be discontinued at Fienberg and South Beach.

* * *

The preceding evaluation studies done withing the Dade County Public School System consistently point out the benefits of the various modalities of bilingual education programs involving English language origin students.

Elsewhere, in and out of the U.S.A., other studies point out the benefits derived from <u>enrichment</u> bilingual programs for all groups involved, and very particularly for the limited English proficiency child. Fishman (1974) is

quite adamant in pointing out that "the Black, Chicano, Boricua, etc., parents and child know that they need bilingualism and biculturalism; but unless the Anglo-American child participates in such education as well, it can only be a 'sop to the poor' or a 'gimmick for the disadvantaged' rather than a serious quest for a better society and a saner world. For bilingual and bicultural education to succeed in its greater cultural mission, it must be available to all, be they large or small on the world scene, be they in need of broader exposure or deeper roots. All education must be bilingual and bicultural if all children are to learn multiple loyalties and memberships constructively, without shame, without conflict and without tension." ..."Both minority and majority children need strong multiple cultural loyalties, moreover, broader, and yet broader, if they are to reach their true human potentials and in doing so, save the world itself."*

Studies done by Peal and Lambert (1962)** conclusively prove the case for two-way bilingual bicultural education. Their conclusions are further confirmed by later studies done by Lambert and Tucker in 1972 and 1976.*** Summing up the case for bilingual bicultural education programs that involve the English-speaking child together with the non-English speaking, Inclan (1975)**** points out some variables common to successful programs, as reported by various authorities in the field, among them:

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* Fishman, Joshua. A Sociology of Bilingual Education, Yeshiva University, New York, 1974.

** Peal, E. and Lambert, W.E., "The Relation of Bilingualism to Intelligence," Psychological Monographs, vol. 76 (1962), 546.

*** Lambert, W.E. and Tucker, G.R., "Mechanisms by Which Childhood Bilingualism Affects Understanding of Language and Cognitive Structures," paper presented at SUNY Conference on Bilingualism, Plattsburgh, N.Y., 1976.

**** Inclan, Rosa G., "Lessons from Two Decades of Bilingual Theory and Practice of Bilingual Education," in Bilingualism and Bilingual Education, edited by J. Ornstein and R. St Clair, Trinity University, San Antonio, Texas, 1980.

"a favorable attitude toward the target language and culture," (Lambert 1974)* and

"feeling of security or self satisfaction on the part of the second language learner, which results from self identification as a member of a language/culture group that is valued for and within itself," (Long and Padilla, 1970)**.

These are indeed important for, as Hall (1952) concluded years before the bilingual education movement, "the degradation of one's mother tongue (and culture) as inferior in social and educational situations can be traumatic in extreme."

In essence, this "degradation" is what takes place when limited-English-speaking children are involved alone in a program in which they, and not the children of the "power structure" parents, learn in their home language only as long as necessary in order to be able to survive in the English-speaking world while they become English speakers, and then forget their language of origin which no one in their new community valued enough, anyway, to take the trouble to learn it.

Thomas Carter (1980),*** the author of that complacency-shaking book entitled Mexican-Americans in School: A History of Educational Neglect, published in New York by the College Entrance Examination Board in 1970, states that "bilingual education can be successful only with the involvement and support of the English-speaking majority. If bilingual education is perceived

* Lambert, Wallace E., Culture and Language as Factors in Learning and Education, paper presented at TESOL Conference in Denver, Colorado, March 1974.
** Long, K.K. and Padilla, M., Evidence for Bilingual Antecedents of Academic Success in a Group of Spanish American College Students, unpublished report, Western Washington State College, 1970.
*** Thomas Carter and panel, "Bilingual Education and the English-Speaking Majority," chapter 5 in California State Department of Education's Bilingual Program, Policy and Assessment Issues, Sacramento, 1980.

and structured as a compensatory program for the "disadvantaged," it will be short-lived." And he continues, expressing the hope of the eight panelists addressing the issue of Anglo involvement in bilingual education, by advocating "a mandate requiring school districts to offer bilingual and bicultural education to all Californians," to be viewed "as high-quality education for all linguistic and ethnic groups."

An abstract of Dr. Champlain's research is provided in the following paragraphs.

Divergent Thinking

In an increasingly pluralistic society, second-language acquisition is often a required task or desired skill. While the practice of instructing young children through another language as well as their native tongue has had a tradition since classical times, it was only with the increasing prominence of the social sciences and the advent of psychometry that this linguistic condition became an object of inquiry. Early research dealt with mental effects while current interest pursues the essence of these effects.

This study was initiated to determine if the early introduction of foreign language instruction in a dual medium equal maintenance bilingual program was related to differences in performance between bilingual and monolingual subjects on tests of divergent thinking involving fluency, flexibility, and originality.

The supportive theory was that the fluent and literate acquisition of another language would augment the acuity of language as a medium of expression and that relating to two cultures would engender a more faceted or objective perspective.

Subjects were 151 fourth- and sixth-grade students in a bilingual school, and 137 fourth- and sixth-grade students in monolingual schools, similar on variables of age, sex, ability, and socio-economic profile. Performance was in the bilinguals' second language.

Instruments used were the Torrance Tests of Creative Thinking, figural and verbal batteries, and the Sequential Tests of Educational Progress, Reading. Mean differences between groups were analyzed by using tests.

While bilingual means were higher on all six subtests, when the test circumvented language as on the figural battery, no significant mean difference between lingual groups were noted. However, when the test made verbal expression a salient feature, as on the verbal battery, mean differences between lingual groups were significant in (a) fluency, $p < .01$, (b) flexibility, $p < .05$, and (c) originality, $p < .001$.

Bilingual fourth grade subjects did as well (higher in fluency and originality; lower in flexibility) as monolingual sixth-grade subjects on combined figural and verbal batteries, revealing no significant differences between two grades on fluency, flexibility, or originality measures.

Bilingual originality showed the greatest significant mean difference, $p < .001$, when verbal subtests were compared using lingual groups. Figural originality showed the only significant difference, $p < .01$, when bilingual fourth- and sixth-grade means were compared using all six subtests.

Bilingual reading test means were below monolingual means at both grade levels by almost the same amount, 1.477 at the fourth grade level and 1.479 at the sixth grade. These mean differences were not statistically significant.

Assuming these results were not attributable to an unknown variable, it appears that a program of increased lingual, literate, and cultural emphasis facilitates the verbal expression of fluency, flexibility, and originality on a test of divergent thinking. Further, this superior verbal performance was achieved in the subjects' second language.

Presuming that linguality was the discriminate factor in the mean differences that were observed, these results lend themselves to an additional interpretation. No signficant differences on the figural battery support the position of the independence of cognitive development and language. Yet, the significant differences on the verbal battery lend plausibility to the view of language as a mediational element in cognitive expression. Both postures appear compatible.

The results strengthened the study's supporting theory that the fluent and literate acquisition of another language supports the development of verbal acuity and that extracultural influences contribute to a more faceted or objective perspective.

Appendix C

Membership of Limited-English-Proficiency Students by Ethnic Origin

Scope of the Program: For 1979-80, 13,445 students were reported as participating in the program of English-for-Speakers-of-Other-Languages. Although most of these students are of Spanish language origin (12,511), students of at least 28 other identified languages are involved. Distribution by language background is as follows:

	Non-Ind.	Inter-med.	Total		Non-Ind.	Inter-med.	Total		Non-Ind.	Inter-med.	Total
Spanish	6408	6103	12511	Arabic	15	10	25	Thai	3	13	16
Haitian	282	362	644	Korean	9	15	24	Mandar.	3	8	11
Russian	69	9	78	Iranian	8	16	24	Italian	3	8	11
Viet.	24	29	53	Portug.	9	14	23	Greek	7	3	10
Canton.	13	23	36	Hebrew	5	17	22	German	1	6	7
French	14	21	35	Pakis.	12	8	20	Others*	28	16	44
								TOTALS	6913	6681	13594

Note: There are 149 additional students reported by itinerant instructors after the October Bilingual Survey total of 13,445 ESOL students was reported.

* Others includes language groups represented by 5 students or less.

Appendix D

Recommended Instructional Materials

Elementary:

English for Speakers of Other Languages

Interdisciplinary Oral Language Guide, Michigan Oral Language Series, Parts One-Four, Modern Language Association (Grades K-2).

Diagnostic-Prescriptive Packets, Parts One-Four, to accompany Michigan Oral Language Series, Division of Elementary and Secondary Education, Dade County Public Schools (Grades K-2).

Miami Linguistic Readers, Levels 1-A - 15, D.C. Heath (Grades K-6).

Diagnostic-Prescriptive Packets, Levels 1-3 and Levels 4-6, Division of Elementary and Secondary Education, Dade County Public Schools (Grades K-3).

Supplementary Activities, Miami Linguistic Readers, Introductory Unit for Readiness, Division of Elementary and Secondary Education, Dade County Public Schools (Grades K-1).

Audio-Visual Supplement to Miami Linguistic Readers, Division of Elementary and Secondary Education, Dade County Public Schools (Grades K-3).

Selected and Supplementary Activities for the Miami Linguistic Readers, Division of Elementary Education, Dade County Public Schools (Grades 4-6).

English Around the World, Scott Foresman (Grades 3-6).

ESOL-Social Studies Language Activities, Division of Elementary and Secondary Education, Dade County Public Schools (Grades 1-3).

ESOL-Math Language Activities, Division of Elementary and Secondary Education, Dade County Public Schools (Grades 1-3).

Home Language Arts

SCDC Language Arts (Spanish), Crane Publishing (Grades 1-6).

SISDELE - Reading Management System, Division of Elementary and Secondary Education, Dade County Public Schools (Grades 1-6).

SCDC Early Childhood Units, Division of Elementary and Secondary Education, Dade County Public Schools (Grade K),

Project Haitian Ethnic Studies Readers, Division of Elementary and Secondary Education, Dade County Public Schools (Grades 1-6).

Bilingual Curriculum Content

Social Studies -- SCDC Social Science Strand, Crane Publishing (Grades K-6).

Science -- SCDC Science/Math and Science/Health Strand, Crane Publishing (Grades K-6).

Mathematics -- Las Matematicas en Nuestro Mundo, Addison Wesley (Grades K-6).

Secondary:

English for Speakers of Other Languages

English for a Changing World, Scott Foresman (Grades 7-12),

Reading for Concepts, McGraw-Hill, Webster (Grades 7-10),

Bilingual Curriculum Content

Mathematics -- Basic Mathematics Series, McCormick Mathers (Grade 7).

Social Studies -- Our Florida, Land of Sunshine, Steck-Vaughn (Grade 7).

Science -- Concepts and Challenges in Life Science, Cabco (Grade 7).

Mathematics -- Basic Mathematics Series, McCormick Mathers (Grade 8),

Social Studies -- U.S. History, American History, Follett (Grade 8).

Science -- Concepts and Challenges in Life Science, Cabco (Grade 8).

Mathematics -- Basic Mathematics Series, McCormick-Mathers (Grade 9).

Social Studies -- U.S. History, Follett (Grade 9, first semester); Young American Citizen, Sadlier (Grade 9, second semester); A Study of Basic Economics and Consumer in the Marketplace, Graphic Language.

Science -- Concepts and Challenges in Life Science, Cabco (Grade 9).

Mathematics -- Mathematics for Today, Sadlier (Grade 10).

Social Studies -- Young American Citizen, Sadlier (Grade 10, first semester).

Science — Biology, Silver Burdett (Grade 10).

Mathematics — Mathematics for Today, Sadlier (Grade 11).

Social Studies — New Exploring Our Nation's History, Globe (Grade 11).

Science — Biology, Silver Burdett (Grade 11).

Mathematics — Mathematics for Today, Sadlier (Grade 12).

Social Studies — American History, Globe (Grade 12); New Exploring Our Nation's History, Globe (Grade 12); American Government, MacMillan (Grade 12); Practical Politics and Government, MacMillan (Grade 12, second semester).

Science — Biology, Silver Burdett (Grade 12).